



Clark College
BOT Meeting
Wednesday, May 24, 2017 5:00 PM (PDT)
GHL 213



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- I. Call to Order/Agenda Review - Trustee Pollard
- II. Introductions--Dr. Karl Bailey, Margit Brumbaugh--Guided Pathways Liaisons - President Knight
- III. Action Items - Trustee Pollard
 - A. 2017-2018 Consideration of Sabbaticals
Sabbatical packet for review with vote at June 2017 meeting. Sabbatical packet provided under separate cover.
 - B. Proposed 2017-2018 ASCC Budget
ASCC Finance packet for review with vote at June 2017 meeting. ASCC Finance packet provided under separate cover.
 - C. Minutes of April 26, 2017 Board Meeting
- IV. Audience Statements - Trustee Pollard
- V. Constituent Reports
 - A. AHE - Kimberly Sullivan
 - B. WPEA - Billie Garner
 - C. ASCC - Sarah Moe
 - D. Foundation - Lisa Gibert/Joel Munson/Daniel Rogers
- VI. Reports from Board Members
- VII. President's Report
 - A. President's Report
 - B. Student Success Story
 - C. Faculty Presentation--Quality Matters & eLearning Update - Kathy Chatfield - 10 minutes
 - D. Highlights
 - E. Statistics
 1. Budget Status
 2. Fund Balance
 3. Financial Aid Statistics
- VIII. Next Meeting
The next meeting of the Board of Trustees is currently scheduled for Wednesday, June 14, 2017 in the Ellis Dunn Community Room, GHL 213.
- IX. Executive Session
An Executive Session will be held to discuss with legal counsel representing the agency matters relating to agency

enforcement actions or, litigation or potential litigation.

X. Adjournment - Trustee Pollard

Time and order are approximate and subject to change.

Call to Order/Agenda Review

No documents for this item

No documents for this item

Action Items

No documents for this item



MEMORANDUM

DATE: April 12, 2017
 RE: **Sabbatical Requests for 2017-2018 Academic Year**
 FROM: *TC* Tim Cook, Vice President of Instruction
 TO: Robert Knight, President

Attached are sabbatical leave applications for the 2017-2018 academic year. The Professional Placement and Advancement Committee (PPAC) met February 10, 2017, and recommended approval of the following applicants. My recommendations are as follows:

FACULTY	DEPARTMENT	NUMBER OF QUARTERS	QUARTERS REQUESTED
Laurie Brown	Nursing	2	Winter 2018, Spring 2018
Elizabeth Donley	English	1	Spring 2018
Mary Evens	Business Tech	2	Summer 2017, Fall 2017
Deena Godwin	Communication Studies	1	Fall 2017
Erin Staples	Health	3	Fall 2017, Winter 2018, Spring 2018
Total		9	

I recommend that all of the applicants on this list be awarded sabbatical leave. My recommendation constitutes a total of 9 quarters for 2017-2018. Please let me know if you have any questions or need additional information.

Enclosures
 TC: du

- Cc:
- file
 - PPAC Chairperson

Proposed 2017-2018 ASCC Budget

No documents for this item

Clark College
Minutes of the Regular Meeting of the Board of Trustees
Wednesday, April 26, 2017 5:00 PM
GHL 213

In Attendance:

Jack Burkman, Chair
Jada Rupley, Vice Chair
Jane Jacobsen, Trustee
Royce Pollard, Trustee
Rekah Strong, Trustee

Administrators:

Robert Knight, President
Dr. Tim Cook, Vice President of Instruction
Bob Williamson, Vice President of Administrative Services
Kelly Woodward, Vice President of Human Resources
Kevin Witte, Vice President of Economic & Community Development
Shanda Diehl, Associate Vice President of Planning & Effectiveness

Administrators Absent:

William Belden, Vice President of Student Affairs
Dr. Chato Hazelbaker, Chief Communications & Information Officer

Others:

Jennifer Mankowski-Dixon, Assistant Attorney General
Lisa Gibert, President/CEO Clark College Foundation
Cathy Busha, Dean of Student Engagement
Kelly Jones, Veterans' Resource Center Manager
Sarah Moe, ASCC President
Brittany "Jessie" Doucet, Student
Alison Dolder, Professional Baking & Pastry Art Instructor
Earl Frederick, Cuisine Instructor
Aaron Guerrero, Cuisine Instructor
Daryl Oest, Cuisine Instructor

I. Call to Order/Agenda Review

Chair Burkman called the meeting to order at 5:10 pm. There were no changes to the agenda.

Motion: Vice Chair Rupley made a motion to approve the agenda as presented. Trustee Strong seconded and the motion was unanimously approved.

II. Introductions

There were no introductions this evening.

III. Action Items

A. Minutes from March 10, 2017 Special Meeting/Executive Session

Motion: Vice Chair Rupley made a motion to approve the minutes from the March 10, 2017 special meeting. Trustee Pollard seconded and the motion was unanimously approved.

B. Minutes from March 14, 2017 Special Meeting/Executive Session

Motion: Trustee Pollard made a motion to approve the minutes from the March 14, 2017 special meeting. Vice Chair Rupley seconded and the motion was unanimously approved.

C. Minutes from March 14, 2017 Board Meeting

Motion: Trustee Pollard made a motion to approve the minutes from the March 14, 2017 board meeting. Vice Chair Rupley seconded and the motion was unanimously approved.

IV. Audience Statements

There were no statements from the audience this evening.

V. Constituent Reports

A. AHE

There was no report from the AHE this evening.

B. WPEA

There was no report from the WPEA this evening.

C. ASCC

ASCC President Sarah Moe reported. ASCC approved one-time funds for the Model United Nations conference and Camp Jitterbug. The students have a total of \$600,000 remaining in their budget. The Student & Activities Fee Committee allocated their initial budgets in March and there was a club celebration on March 23. A Jump In and Make a Difference civic engagement event was held and 65 students attended. Vice Chair Rupley asked if the students have visited Olympia this quarter. Ms. Moe said they will be going up next week. Applications for next year's student leaders are due on May 8.

VI. Foundation

Ms. Gibert reported that the Foundation staff was very busy during the month of April planning for the April 21 annual board retreat. She thanked everyone who participated and said it turned out to be an extremely powerful retreat. She learned a lot about her board members, why they serve, and the passion with which they serve. Vice Chair Rupley complimented the Foundation on the very informative dashboard included in their written report. Ms. Gibert stated they are in the process of building a standardized board packet with monthly reporting.

VII. Reports from Board Members

Trustee Pollard thanked everyone who donated to this year's clothing closet. He pointed out an article in *The Columbian* about the All Washington academic team members. He thanked the Veterans Resource Center for serving Clark veterans, many of whom who have significant issues. VRC Manager Kelly Jones is doing a wonderful job and he hopes the community recognizes it.

Trustee Strong enjoyed this year's Sakura Festival and dedication of the peace pole. It was very nice to see students involved and joining in the dedication. She and Trustee Jacobsen attended the Foundation retreat as representatives of the college. The staff did a great job planning it. The focus group she participated in discussed the working relationship the two organizations have

developed. Attendees shared their True North stories and how they found themselves serving Clark College. She suggested that the Clark trustees do the same and post their stories on the college's website. She would like the community to understand that the work the Foundation does is for the college. She would like to have a joint work session with the Foundation so the college trustees can learn about the Foundation's finances and how they support the college's priorities.

Vice Chair Rupley was sorry to have missed a lot of great events this month while she and her staff have been setting their budgets for 2017-2018.

Chair Burkman acknowledged Mr. Kageyama for traveling all the way from Japan to attend this year's Sakura Festival. At 91 years of age, he is still committed to the college and the community. Clark has received its seventh consecutive Tree Campus designation during the Arbor Day celebration. The Clark trustees submitted an application to the Association of College Trustees to recognize Dick Hannah Dealerships for Partner of the Year and it was chosen as the statewide winner. The application recognized the relationship and the impact Hannah has had on our students. The trustees also nominated Business Director Sabra Sand for the Professional Staff Award as she represents the best in the state.

Trustee Jacobsen attended the Sakura Festival and said the music was quite beautiful. She found the peace pole dedication and its message of "may peace prevail" in five languages quite moving and meaningful. She thanked Foundation for hosting the excellent retreat and Foundation board member Eric Merrill for opening his house to the Foundation and college trustees the night before the meeting.

VIII. **President's Report**

A. **Student Success Story**

President Knight introduced Cathy Busha, Dean of Student Engagement who introduced Kelly Jones, Veterans Resource Manager who introduced student speaker Brittany "Jessie" Doucet, an Army veteran and work study student. Ms. Doucet is representative of the academic success veterans achieve when they search out the VRC for support. Ms. Doucet plans to help children in the foster system when she receives her degree.

B. **Faculty Presentation**

This evening's presenters were Alison Dolder, Professional Baking & Pastry Art Instructor; Earl Frederick, Cuisine Instructor; Aaron Guerra, Cuisine Instructor; and Daryl Oest, Cuisine Instructor.

The new Culinary and Food Options Program will be led by Genevieve Howard, Dean of Workforce, Career, & Technical Education. Dr. Cook introduced the culinary "dream team" and baking faculty--Chef Earl Frederick; Chef Alison Dolder; Chef Aaron Guerra; and Chef Daryl Oest. The culinary program revitalization has been going on for almost four years. When the facility is completed, there will be almost 20,000 square feet of space. Chef Guerra said students will be able to earn their two-year Associate's Degree or one-year certificate for both the food and baking programs.

There will be three kiosks open for food purchases during the first year of operation. Faculty anticipates opening the restaurant during the second summer and there will eventually be catering for college and community events. The Culinary Department will have the right of first refusal when outside events request catering. Students will be offered the national ServSafe Certification opportunity. Students can look to the following future careers—quality restaurant work; certified dietary manager in an assisted living rehabilitation, or skilled nursing facility; work at hospitals. They can also transfer to WSUV for their hospitality degree. They could be a food photographer or a food blogger. The pathway is only restricted by their imaginations. The program will also have an externship where they can learn to become a food purveyor or food representative in a service company. There will be articulation agreements from the Cascadia Skills Center, and Ft. Vancouver and Mt. View High Schools. Clark has a deep relationship with the Cascadia Skills Center which has a high-quality program. Transfer credits will apply to a student's first year here. The Culinary Department is also partnering with the college committee that is starting the student food pantry.

The college will host open forums for the Associate Vice President for Diversity & Equity on April 27.

The Sakura Festival is very important to Clark College and the greater Vancouver community. It strengthens the cultural ties with Japan and our Sister City Jojo through Mr. Kageyama. Business and industry ties are strengthened through the college's partnership with SEH, and students develop ties with the Japanese exchange students who attend Clark.

President Knight and Ms. Gibert attended a Filipino student choir event this past weekend. Clark will be working with the Filipino community to strengthen those ties.

The ACT Partnership Award to Hannah is a powerful state award as only one was presented this year. Hannah set a great example for other businesses and should encourage area businesses to develop relationships with Clark. An event honoring Hannah will be held at the college soon.

President Knight and Ms. Gibert will attend the 95th birthday celebration for Dan Ogden on April 29. Dan has been a community leader and Clark supporter along with his wife, Val, for many years.

The enrollment picture is similar to past months: we are down in state FTES and Running Start is now surpassing state enrollment. Once the baccalaureate degrees and culinary program come on line, enrollment is expected to stabilize. More than 400 Running Start students receive their diplomas and their degrees at commencement now.

Chair Burkman was happy to hear that Clark received an invitation to participate in the AACC Pathways Grant. It is going to be a lot of work and there is a cost to it but it will help strengthen the leadership teams' knowledge as the college implements guided pathways. Ms. Diehl said the application process was opened up and Clark will have the benefit of national experts coming in to help us. Of the 30 national colleges awarded the grant, three are from WA state.

IX. Next Meeting

The next meeting of the Board of Trustees is scheduled for Wednesday, May 24, 2017 in the Ellis Dunn Community Room, GHL 213.

X. Executive Session

There was no executive session held this evening.

XI. Adjournment

Motion: There being no further business, Vice Chair Rupley made a motion to adjourn the meeting at 6:25 pm. Trustee Strong seconded and the motion passed unanimously.

Jack Burkman, Chair

Leigh Kent
Recorder
May 4, 2017

Audience Statements

No documents for this item

Constituent Reports

No documents for this item

AHE

No documents for this item

WPEA

No documents for this item

ASCC
BOARD OF TRUSTEES REPORT
May 2017

ACADEMIC EXCELLENCE

Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Progress

SOCIAL EQUITY

Facilitate student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups.

- Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes.
- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
- Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

Progress

- **May 5 and 6, Shannon Leininger, Jennette Kachmar, and Sarah Moe attended the Student Voice Academy. The academy was structured around creating the new 2017-2018 WACTCSA Legislative Action Agenda. The academy provided time for every attending college to make presentations about legislative issues that they would like to be considered and the following day, caucusing ensued. Students were allowed time to discuss issues and later vote on them. Shannon Leininger and Sarah Moe presented on Textbook Affordability and supported Open Educational Resources as a solution to this issue.**
 - **As a note, on April 21, the Governor signed House Bill 1375 into law. This law dictates that all colleges, after implementing CTCLink, must list the cost of required textbooks for a course and whether the course uses Open Educational Resources, during registration. The hope is that this law will encourage faculty to utilize Open Educational Resources and attempt to lower supply costs for students.**

- **The final WACTCSA General Assembly meeting concluded the academy where the assembly voted on two things. First, the assembly voted to support the moving of WACTCSA from its current structure to a non-profit structure. The plan would be for this structure to be ready for implementation by the end of next year. Secondly, the assembly voted on the issues for the 2017-2018 WACTCSA Legislative Agenda. The agenda will be finalized by the end of the 2016-2017 academic year.**
- **The ASCC has collected eight total applications for the 2017-2018 ASCC officer positions. We have extended our application deadline to May 17 at 5:00pm in order to gain more applicants.**

ECONOMIC VITALITY

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Maximize the college's return on investment by responsibly allocating available resources.
- Leverage resources to create and sustain future innovations.

Progress

- **The ASCC has approved a total of \$29,291.00 one-time fund requests since our last report creating a balance of \$189,596.00 in approved requests. A total of \$656,592.00 remains in the one-time funds balance.**

New Requests:

- **ESRA Team and AUVSI Team (\$13,897.00)**
- **Spring Thing Hats (\$5,082.00)**
- **Art Club Terracotta Exhibit (\$2,324.00)**
- **Queer Students of Color Conference (\$293.00)**
- **Indigenous Cultures Festival (\$7,695.00)**

ENVIRONMENTAL INTEGRITY

Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

- Incorporate environmental sustainability priorities into all college systems.
- Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
- Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

Progress

- **April 10th through April 13th, ASCC hosted our quarterly Welcome Week activities by providing snacks, supplies, and information to the students at our table in PUB and on our cart that we take throughout various buildings. We served about 5,000 students during Welcome Week.**
- **On April 17th through April 21st, Emma Tran, our Activities Director, hosted the ASCC Leadership Scavenger Hunt. Stations were available at various locations including the Welcome Center, the Diversity Center, and Student Life. Each station had fortune cookies that contained fortunes about leadership and for those that reached each station, they were awarded with a leadership t-shirt.**
- **On April 25th, we hosted the ASCC Social which was an open forum designed to allow students to learn more about each of the ASCC positions, ask us questions, and be able to network with potential future officers. Food and beverage was served and many students came and went throughout the event.**
- **In our May 4th meeting of the Executive Council, the ASCC voted to increase the Parking Fee paid by students in order to support safety and security. We increased the fee from \$0.75 a credit to \$1.25 a credit. Please see attached documentation for more details.**



To: ASCC Executive Cabinet
From: Sabra Sand, Director of Business Services
Bob Williamson, Vice President of Administrative Services
Date: May 1, 2017
Subject: Proposed Parking Fee Increase beginning in the 2017-18 Academic Year

History

The \$0.75 per credit parking fee as we know it today was voted in by students with two separate votes. The first vote was in **1984** when students approved the \$0.50 per credit fee in order to remove a required parking permit fee. This \$0.50 per credit fee was voted in for the following purpose:

- 65% Parking lot maintenance and improvements, and signage,
- 35% Safety/security services

In **1993**, students approved an addition to this fee of \$0.25 per credit. This additional amount per credit was to be used for the following purpose:

- 50% Subsidized bus passes
- 25% Parking lot maintenance
- 25% Safety/Security

Current State

Costs have increased steadily over the last 20+ years. Security is now a 24/7/365 operation, providing services to twice as many students, faculty and staff as it did in 1993. New buildings, facilities, and parking areas have been added during that time as well, all requiring a Security presence. Security is also involved in emergency preparedness and response, Title IX and sexual assault investigations, and Clery Act Crime reporting. The College believes it is critical to sustain 24/7 Security coverage at a time when campus safety is a growing concern. Funding is needed to ensure coverage at current levels and to support enhancements, such as exterior cameras and lighting, to increase the effectiveness of our security program.

Proposal

The requested proposal is for an increase of \$0.50 per credit to the parking fee, making it \$1.25 per credit. The average per quarter cost of this increase to a full time student would be \$7.50. In the first year, this increase would ensure 24-hour security coverage at our campuses. The College would also use the additional funds to purchase and install additional exterior security cameras and lighting for the most vulnerable areas, such as parking lots, Gaiser Hall, PUB, and other buildings. In future years, these funds would not only help cover the costs of security staff coverage but also much needed security improvements, including cameras, lighting, signage, new radio communication systems, an electronic key card system (which would allow the College to go into lockdown automatically at the push of a button) parking lot striping, pothole repairs, etc.

By far students make up the largest portion of the college community. They account for the vast majority of the calls and reports that Security responds to and answers – ranging from medical assistance to escorts to jumping dead batteries. Sustaining a robust security program, and providing enhancements to our services, will require additional support.

Foundation

No documents for this item

Reports from Board Members

No documents for this item

President's Report

No documents for this item

ACADEMIC EXCELLENCE

PRESIDENT'S REPORT
MAY 2017

ACADEMIC EXCELLENCE

Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.

- Implement and institutionalize practices that increase academic performance, retention, and completion.
- Create and sustain an inclusive and dynamic curriculum and environment that reflect our diverse college community.
- Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective.
- Create and advance accessible, integrated, and technology-enriched learning environments.
- Engage faculty, administrators, and staff in professional development experiences that enhance student learning.
- Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning.

Progress—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- Since the new math placement test (ALEKS PPL) was implemented in November, 504 students have taken the test. Of these students, 71 chose to use the Learning Module to brush up on their math skills and retake the test. Of these 71 students, 44 placed one to three classes higher than their initial placement, saving students a total of \$31,477 in tuition and an average of 1.3 quarters of time per student. Progress being measured: Implement and institutionalize practices that increase academic performance, retention, and completion. (OOI)
- To celebrate the annual Math Awareness Month, the Math Club hosted a happy hour that included a lecture by Mark Eddinger on the Pythagorean Theorem; 25 students attended. Prof. Paul Casillas ran the annual Math for a Buck, where each willing student completes a math problem at their level. If they get a problem correct, they win \$1. Paul "lost" \$42 this year. Progress being measured: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (OOI)

ACADEMIC EXCELLENCE

- *The Teaching and Learning Center hosted a professional development event on March 24, “Focus on Learning: Guided Pathways”, built on the work launched earlier in the year. Participants met in the Gaiser Student Center for an update from Tim Cook on the Academic Plan and Guided Pathways. He announced the Guided Pathways liaisons, Karl Bailey and Margit Brumbaugh, and unveiled the Academic Plan mural on display in the Center. From there, participants attended breakout sessions to analyze the various themes presented in the articles, “Guided Pathways Demystified” and “What We Know about Nonacademic Student Supports”. In attendance were 185 full-time and part-time faculty, and staff and administrators from Student Affairs, Planning and Effectiveness, Instruction, and Diversity and Equity. Progress being measured: engage faculty, administrators, and staff in professional development experiences that enhance student learning. (OOI)
- During April, the Recruitment & Outreach Team completed eighteen (18) recruitment visits to:
 - ten (10) local middle/high schools (Franklin HS, SW Washington Construction Fair, Hockinson HS, Heritage HS, Prairie HS, Stevenson HS, Grant HS, Columbia HS, Vancouver FLEX, Pacific Northwest College and Admissions Counseling Spring College Fair);
 - five (5) meetings with local businesses/community organizations (Hazel Dell/Salmon Creek Business Association, Vancouver Downtown Association Meeting, Daybreak Youth Services, Ridgefield Coffee Talk, Larch Career Fair); and
 - two (2) Clark County Jail Re-Entry Presentations.Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)
- The Recruitment & Outreach Team partnered with the Financial Aid Office to offer four (4) College Bound workshops at local high schools (Mountain View, Heritage, Washougal, and Evergreen). Students applied for admission to Clark and had their admission fee waived if they were a College Bound student. A total of 88 applications were received for fall 2017. Progress being made: Integrate active learning strategies within and across courses, disciplines, and programs with a global perspective. (SA)
- During April, the Student Ambassadors assisted over 1,112 students and community members at the Gaiser Hall Information Desk. Progress being made: Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. (SA)
- During April, the Student Ambassadors conducted 19 individual campus tours for 19 prospective students. They also led three group tours for new Spring International students, Heritage High School and Klickitat High School. *Progress being made: Facilitate student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking.* (SA)

ACADEMIC EXCELLENCE

- The Recruitment & Outreach Team hosted the annual Educators Luncheon on April 13. Approximately 40 counselors and career specialists from our service district attended, were thanked for their partnership with Clark, and provided pertinent updates to assist their students. Progress being made: Implement and institutionalize practices that increase academic performance, retention, and completion. (SA)
- Clark College hosted a statewide workshop for Veteran School Certifying Officials on April 26. Staff were trained on the VA ONCE system along with School Certifying Official Handbook updates. This training helps the colleges to gain access to our State is Education Liaison Representatives and keeps our staff up-to-date with the most recent policies and regulations. Mike Gibson, Cary Bare, and Kate Jacky from the Financial Aid Office assisted in planning the event. Progress being made: Align curriculum with learning outcomes and apply outcomes assessment evidence to continually advance student learning. (SA)
- Advising Services hosted WSU-Vancouver for an Advisor Career Conversations Workshop on April 21. Advisors and administrators from WSU-V and Clark reviewed common questions and concerns students have about deciding on a major and progressing towards a career. The afternoon event focused on integrating career conversations with students at the right time and place, the resources available to students as they select their career and major, as well as discussing what happens when students leave Clark and start at WSU Vancouver. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)
- Catharine Keane, Carole Mackewich, and Edie Blakley of Career Services worked with the two WSUV Career Counselors to develop and facilitate the training “Advisor Career Conversations”, that was held at Clark on April 21. Eighteen advisors from WSUV and Clark attended the two-hour training to learn about Career Development process and theory, the Career resources at Clark and WSU, and to develop a list of guiding questions that advisors can use for five-minute career conversations as they get into their advising sessions. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)
- Edie Blakley and Catharine Keane of Career Services presented a workshop, “Early Career Interventions – Strategies for Career Development Outreach,” focusing on early career intervention outreach targeting newly enrolled, first quarter, and AA-undecided students to engage them in career development activities with the purpose of clarifying their career and educational goals. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. Progress being made: Engage faculty, administrators, and staff in professional development experiences that enhance student learning. (SA)

SOCIAL EQUITY

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- Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation.
- Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity.

Progress—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- A number of Student Affairs staff participated in a recent training on Equity, Diversity, and Inclusion. The training themes were: 1) Career/Personal development (“assisting individuals in identifying and developing proactive plans and steps toward reaching and advancing one’s career goals”); 2) Compliance/Legal Issues (“best practices and current trends in meeting and/or implementing mandates and policies...”); 3) Equity, Diversity, and Inclusion (“best practices in delivering services to all segments of a student population and building systems that values difference”); 4) Guided Pathways (“best practices and current strategies in planning and implementing Guided Pathways”); 5) Student Success and Retention Strategies (“best practices that actively engage students in the academic and community life of the college”); and 6) Supervision (“best practices in effectively leading, managing, and motivating others”. Progress being made: Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (SA)
- Career Services hosted the Career Clothing Closet on April 19-20. We assisted 245 students to prepare for their job searches by helping them select multiple professional outfits at no cost to them. Students were very appreciative of being able to dress for an interview and the first few days of working in appropriate work attire. One student, Dan, commented, “As a young college student with little sense of how to dress up nice, the volunteers were incredibly helpful in getting me not only one but several outfits that I feel comfortable and strapping in to take on job interviews with.” Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)
- The Veteran Resource Center (VRC) hired a part time Program Coordinator who started on April 11. Dave Daly is a Clark alumnus who graduated from WSUV with a Bachelor’s Degree in Human Resources on May 6. He is a US Marine Corps veteran and has already begun to make a difference in the VRC. Because we have more Marine veterans who frequent the VRC, Dave has been able to

SOCIAL EQUITY

mentor many of them on various things related to their educational goals. This position is funded for one year through a grant from the SW Washington Community Foundation. Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)

- Disability Support Services is currently facilitating accommodation requests for 428 courses for spring term. Accommodations attempt to eliminate barriers for students by providing equitable access. These accommodations include various supports for accommodated testing, alternate format of textbook materials (Braille, e-text, audio format), accessibility needs of Canvas course content, recording of lectures, note takers in the classroom, sighted-aides in labs, providing access to assistive technologies (magnification software, screen readers, speech to text, etc.), adjustable furniture, sign language interpreters, transcription services, and more. Progress Being Made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)
- Academic Advisors Kira Freed, Carmen Roman, Joe Jenkins, Wendé Fisher, Alex Kirk, Stephanie Moreau, Shannon Jackson, and Associate Director Shelley Ostermiller met with students from the three Transitional Studies Fast Track classes on April 26 to share program information about students' areas of interest. Small groups of between two and four students interviewed advisors about programs of study at Clark. Some 45 students total participated in this event. The advisors shared information about programs' requirements, career outlook and information, and steps to begin college-level courses at Clark College such as placement testing and Financial Aid. Each of the students followed up with the advisor with personal thank-you e-mails stating an important fact they learned and how the experience was beneficial to them. Progress being made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)
- Advising Services provided priority registration appointments for student veterans and students receiving accommodations through Disability Support Services. These populations were sent an outreach email from those respective offices informing them of the partnership with Advising Services and encouraged them to make an appointment prior to registering for summer and/or fall term. Progress Being Made: Create and sustain an accessible and inclusive environment by utilizing principles of universal design and social justice so that all students can achieve equitable outcomes. (SA)
- The Diversity Outreach Manager, Dolly England, and Program Specialist 2, Vanessa Neal, attended the Urban League of Portland's Career Fair on April 4. The Urban League of Portland's Career Connections Job Fair gives job seekers and career changers the opportunity to meet face to face with recruiters from over 80 of the area's best employers. The Clark team spoke with 149 job seekers. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE/HR)

SOCIAL EQUITY

- The 27th Annual Student of Color Conference was held in Yakima from April 6-8. The Director of Student Inclusion and Equity Services, Felisciana Peralta, the Diversity Outreach Specialist, Rosalba Pitkin, and Faculty member, Dian Ulner, attended as advisors for 25 students. The Diversity Outreach Manager, Dolly England, gave a presentation called “Young, Brown, and Talented: How to Get a Job!” There were approximately 750 students from technical and community colleges across Washington State. The theme was “*Cultivate Our Truth with Unity and Resilience.*” Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE/HR/OOI)
- Citizenship Day was held on April 8 at Clark College with the support of the Office of Diversity & Equity. The Diversity Outreach Specialist, Rosalba Pitkin, was involved in the planning of the event with different community groups such as Latino Community Resource Group (LCRG), OneAmerica, and American Immigration Lawyers Association AILA –WA. This event provides legal guidance for those applying for their citizenship. There were over 100 people at the event including Clark College students. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE)
- Diversity Outreach Manager, Dolly England, and Director of Student Inclusion and Equity Services, Felisciana Peralta, attended the Partners in Diversity “*Breakfast of Champions*” event on April 14. During this event, speakers from Portland General Electric, Wieden+Kennedy, and Travel Portland shared their diversity and inclusion successes and challenges over the years. Attendees then broke in to smaller groups with organizations at a similar level of diversity and equity work. Dolly and Felis helped facilitate these smaller table discussions. There were approximately over 100 companies, organizations and colleges in attendance. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)
- The Annual Black Student Success Summit at Portland State University was held on April 15. Diversity Outreach Manager, Dolly England and Operations Manager, Rashida Willard, brought 11 Clark College students to the one-day event. The focus of the event is for Black and Multicultural youth of African descent learn how to navigate multiple education-to-career pathways. There were over 500 people in attendance. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. Demonstrate improved intercultural competency among employees and students through comprehensive professional development and curricular transformation. (ODE)
- The Diversity and Equity Administrative Support, Roslyn Leon Guerrero, was on a panel at Portland State University – Pacific Islander, Asian and Asian American Center in their monthly Talanoa Series entitled, “*Pacific Islander Women in Higher Education*”, on April 20. The word “tala” in Pacific languages means “story” while the word “noa” means “to tie or to bind.” The two words together form the word “talanoa” which translates to “connecting stories together.” The panel discussed

SOCIAL EQUITY

navigating paths of holding cultural values, practices and narratives in the higher education system. There were over 150 people in attendance, including Clark College students. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE)

- The Diversity and Equity Administrative Support, Roslyn Leon Guerrero, Bookstore Buyer, Kaina Barba, and the Asian Pacific Islander Club attended Fort Vancouver High School's Pacific Islander Celebration on April 27. The event focused on opportunities for Pacific Islander high school seniors. There were over 200 people at the event. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE/AS)
- The Annual Latino Celebration – Dia del Niño/Dia del Libro – Day of the Children/Day of the Book was held on April 28. The event is hosted by the Latino Celebration Committee and sponsored by the Office of Diversity and Equity. The event featured cultural performances, arts and crafts for the children, chatting with puppets, music by Los de Comala, and much more for the Clark College community and our community we serve. There were approximately over 350 people in attendance. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE)
- The Community Wide Diversity Grant sponsored the Multicultural Resource Fair on April 29 through the Latino Community Resource Group (LCRG). Diversity and Equity Administrative Support, Roslyn Leon Guerrero, STEM Outreach Program Coordinator, Nadia Kluesner, the Transitional Studies Program Manager, Monica A. Wilson, and Diversity Outreach Specialist, Rosalba Pitkin were present to represent Clark College in recruiting students and promoting jobs at Clark College. The goal of the fair is to support equity by increasing accessibility by making resources available for everybody in our college campus and in our community. During this fair, 49 vendors with information about Health, Education, Immigration, Culture, Human Rights and more were present. Clark College students in health fields, such as Nursing and Dental Hygiene, provided health checks to over 80 people, 40 general medical checks, and 50 people received dental checks. About 500 people including Clark College students and community were in attendance. Progress being made: Institutionalize hiring and retention practices that challenge systems of power, privilege, and inequity. (ODE/OOI)

ECONOMIC VITALITY

ECONOMIC VITALITY

Facilitate student learning by providing programs, services, and conditions that improve the economic well-being of the students, college, and community.

- Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.
- Align program offerings with regional workforce needs to include technical and work-readiness skills.
- Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships.
- Maximize the college's return on investment by responsibly allocating available resources.
- Leverage resources to create and sustain future innovations.

Progress—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- During March, two HLTH 100, Food and Your Health, courses participated in service learning by working in the Hazel Dell Community Garden. Over 40 students from Kristen Myklebust's and Veronica Brock's courses worked together to spruce it up for spring planting. This activity aligns with the course outcome to explore sustainable eating practices. This experience allowed students to work together toward a common goal while learning about how to plant and grow organic food. The Columbian newspaper recently highlighted this service event:
<http://www.columbian.com/news/2017/mar/29/students-help-prep-community-garden-for-spring/>
The community garden can prosper thanks to the contributions of Clark students. In addition, working collaboratively is a vital work-readiness skill. Progress being measured: Align program offerings with regional workforce needs to include technical and work-readiness skills. (OOI)
- On April 28, NERD Girls & GEEKS, in conjunction with the Ft Vancouver Regional Library, hosted an egg drop event in the Drop Tower of the STEM building. Community members were invited to come and learn about the engineering design process to design and test a package to hold an egg that would survive a fall from the drop tower. Those that survived went to the Library on April 29 to test them from the top of their building. About 30 community members participated. Progress being measured: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (OOI)

ECONOMIC VITALITY

- On April 30, NERD Girls participated in the American Association of University Women (AAUW) Hudson Bay chapter spring recognition. AAUW recognizes high school junior and senior girls who excel in math, science, and technology. Micah Lowery, activity coordinator for NERD Girls gave a short presentation on Clark College and what we offer in STEM. We had an activity (kinetic butterflies) that families could come and do before and after the event. Some of the younger siblings came to do it during the event. I was very impressed by Micah's presentation, as was the audience as she had a line of parents wanting to talk with her after the event. Progress being measured: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (OOI)
- On May 4, the Engineering department hosted MESA (Math, Engineering, and Science Achievement) high school students with three workshops to learn about Computer Science, Mechanical, and Electrical Engineering. Progress being measured: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (OOI)
- In Spring Quarter the Bookstore's rental program, including books and calculators, resulted in savings of \$112,000 for Clark students when compared to purchasing new books. Progress made: improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs (AS).
- In April, the Financial Aid Office made calls to approximately 117 students and e-mailed 1,017 students who are delinquent in student loan payments. In addition, the committee made calls to 25 students who had not completed their Exit Counseling requirement. Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs. (SA)
- In April, the Financial Aid Office appealed 15 student records who we believed to be incorrectly included in our Cohort Default Rate (CDR) for the 2014 Draft CDR. Currently our 2014 Draft CDR is at 19.8%. This is a slight decrease from our 2013 Final CDR of 20.5%. Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs. (SA)
- Sarah Laughlin, HR Director of Fuel Medical Group, conducted the Vet Success Workshop, "Titles Don't Matter" to nine attendees at Clark on April 26. They discussed the difference in how the military operates in a hierarchy as opposed to modern businesses and their collaborative operations. Sarah brought a guest, Claudia Knauer, who is a National Account Executive with eXcell (a division of

ECONOMIC VITALITY

CompuCom). Claudia has offered her expertise to our student veterans in searching for jobs. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)

- Career Days 2017

- May 1 was the first day of Career Days workshops beginning with the "Career Party Game," a career exploration workshop based on the themes espoused in the John Holland theory of Career Choice. Students peruse large posters with different occupations related to each of the six personality types into which most people in our culture fall: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC). After selecting the code for the three groups of occupations students have their RIASEC code and the remainder of the workshop is spent investigating the personality types and the variety of occupations associated with their code. This workshop is designed to introduce students to career development and decision-making. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)
- Also on day one of Career Days, we presented a newly developed Financial Literacy workshop, the "Finance Your Life Game" a large-scale budgeting exercise. Participants select an income from a limited number of pre-generated career profiles. Then they use that income to shop for goods and services at various stations (I.E. Housing, Transportation, Food, etc.), and develop their monthly budget. Each station has its own "seller" who is there to assist participants to identify their need/want and to choose a service that best fits that need. The final station has calculators available for students to add up their expenses to see what they have available to put toward an emergency fund or other financial goals. Learning goals are basics of budgeting, identifying need versus want, and goal setting. Debrief occurs at the final station where participants are encouraged to share their experience/choices with the Financial Literacy Coach and other participants in a small group setting and receive information about resources or tools that could help them reach their new financial goals. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)
- Finally, at the end of the first day, Career Services hosted a workshop called "Empower Yourself, Empower Your Career". The featured speaker was Bobby Castaneda, a Clark College alum and professional sales strategist. Seventeen students and community members attended the event. Bobby shared tips and insight about how to successfully communicate – from the resume to the interview – one's professional strengths and abilities to prospective employers. This event provided students and community practical skills that can be applied in professional networking and job search, as well as the Career Fair. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)

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- On May 2, Career Services hosted a Drop-in Resume & LinkedIn help clinic and Practice Interviews. This provides students and community members the opportunity to build or refine their job search materials and interview skills with help from community members who are Human Resources professionals. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)
- Additionally on May 2, Career Services co-hosted an event called "The Human Library: Borrow an Expert", with the Clark College Foundation and the Clark College Libraries. The event featured 12 local experts (mostly Clark alumni) in a variety of professional fields, including human resources, digital marketing, law, dental hygiene, entrepreneurship, construction, and others. Students and community members met with professionals and asked questions in order to learn about careers and network in these fields of interest. Thirty-one students and community members attended the event, and one student commented, "'Borrow an Expert' was a fabulous event hosted by Career Services. I was able to connect with experts in my field of interest and get insight about specific careers in business. Before I attended this event, I felt like I was just hitting a wall with my degree. After I had left the event, I was renewed with energy to explore new opportunities in the business world!" Students and community members attending the event received a raffle ticket from each "expert" borrowed for which the top prize was a Fit Bit. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)
- Career Days culminated on May 3 with the Career Fair held for the first time in the O'Connell Gym, allowing us to accommodate 106 companies all in one space. Employers who attended included Peace Health, City of Vancouver, The Boeing Company, The Vancouver Clinic, KOIN 6 TV, Kuni Automotive, Frito Lay, Pacific NW Fertility, Legacy Health, Dick Hannah and CRESA, to name just a few. Employers and jobseekers alike expressed their appreciation of the new venue, especially health care companies who in past years were grouped in a separate space or a separate fair all together. The fair was attend by 775 job seekers who had the opportunity for one-on-one coaching on how to work a job fair before entering the gym to meet personally with hiring employers. A number of students reported landing job interviews and one participant was hired on the spot for a front desk position at a local laboratory. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)
- Over 100 students had professional headshots taken at the LinkedIn Photo Booth that was placed near the entrance to the Career Fair. Clark College Alumn Chris Masoner was the photographer this year. He took five photos of each participant from a variety of angles to ensure an excellent picture for their professional electronic networking profile. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (SA)

ECONOMIC VITALITY

- On April 18, Advising Services hosted a College Transfer Fair with 18 baccalaureate institutions represented. The event was well attended and feedback from the participating schools showed a strong desire to continue this event in the future. Students were able to visit with representatives from the four-year schools and discuss transfer options available to them, financial aid information, and other key demographics of each college and university that would be attractive to a would-be transfer student. Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs. (SA)
- Advising Services reviewed 89 Running Start student educational records who had attained 90+ credits yet had not applied for spring graduation. Through direct email and phone calls, Educational Planners were able to help these students move toward degree completion. Portions of this group were either unaware of their completion status nor were cognizant of the fact that they are indeed required to apply for completion status and diploma conferment (i.e., graduation is not an automatic process as it would be in a high school setting). Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs. (SA)
- Clark College submitted a proposal to SBCTC's Workforce Development allocation for \$127,554.87 in partnership with regional clinics/hospitals. The project is 12 months of dedicated faculty time to prepare Medical Assistant and Phlebotomy (MA-P) certificates as guided pathways, which will ladder students to successful graduation and careers. The intent is to capture denied applicants from nursing as well as clinic/hospital employee referrals and community members who will see the MA-P pathway as expeditious, affordable (with financial aid), and directly tied to employer demand. Dean Brenda Walstead is lead. Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs; Align program offerings with regional workforce needs to include technical and work-readiness skills; Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (P&E)
- Clark received approval as subcontractor for WDA: South Central Workforce Development Council Upskill/Backfill Talent and Prosperity for All funds. The total for Clark is \$231,418. Progress being made: Align, expand, and enrich the relationships with regional industry leaders to increase internships, advisory committee participation, financial support for students' education and programs, hiring pipelines, grant partnerships, mentorships, and apprenticeships. (P&E)
- Clark College received approval for a Mazamas Foundation grant. The \$3,500 will be used by Professor Anitori to collect samples from remote ice caves in Mt. St. Helens Glacier, have the samples DNA sequenced, and use the results in a classroom setting as well as for preparation of academic papers and other research. Progress being made: Align program offerings with regional workforce needs to include technical and work-readiness skills. (P&E)

ECONOMIC VITALITY

- Clark College submitted a proposal to SBCTC's Leadership Block Grant for \$7,774. The project is 12 months to prepare an onramp for ESL/CAP students to iBEST-connected meta majors. The project intends to provide a six-credit ramp out of Transitional Studies courses into iBEST specific to medical meta major. The course will provide career exploration, math, presentation how-tos, and academic terminology (to ensure students new to Phlebotomy, Pharmacy, etc. are up to speed). Monica Wilson, Transitional Studies Program Manager, is the grant manager. Professor Sara Gallow is lead. Progress being made: Improve college affordability for students by expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs. (P&E)
- Based on feedback from local construction companies, Economic & Community Development has developed a Recruiting, Hiring and Training Program for this trade. In late March, with the support of WorkSource Vancouver, we were able to recruit in excess of 60 candidates to be interviewed by the three construction companies we engaged in the program (Tapani, Nutter and Rotschy). Within a week, 13 candidates had been recruited to attend the training, which runs April 13 through May 17. The training consists of three main areas: (1) 30 hours of Professional Skills, (2) 20 hours of Trade Math, and (3) 46 hours of Construction Trade topics. The candidates also were assigned a mentor by their company to encourage and help them during their training. WorkSource Vancouver funded close to 50% of the training cost and the three companies paid the remainder. The development and marketing of the program was funded by the Clark College Foundation, with support from Associated General Contractors (AGC), as part of the Professional Edge program. Progress being made: align program offerings with regional workforce needs to include technical and work-readiness skills. (ECD)

ENVIRONMENTAL INTEGRITY

ENVIRONMENTAL INTEGRITY

Facilitate student learning by providing the conditions that continually improve the college's physical, virtual, and social environment.

- Incorporate environmental sustainability priorities into all college systems.
- Improve the college's physical and virtual environment to maximize access and appropriate use of space and technology.
- Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions.

Progress—

An activity or strategy that has demonstrated progress toward meeting one of this core theme's objectives; identify the progress you are measuring.

An activity that involves partners within the community—identify the partner and purpose of the partnership.

- As a component of the college's emergency preparedness program, lockdown drills were conducted at the Columbia Tech Center (CTC) Campus on April 25 and the main campus on April 27. Both drills were conducted during evening hours in order to expose adjunct instructors and non-traditional students to established emergency protocols. The drills included testing of our mass notification and emergency communications protocols. These drills revealed that many students are still not aware that they can receive emergency alerts by subscribing to the RAVE notification system.

Emergency evacuation drills will be conducted at CTC on May 9 and at the main campus on May 11. Mass notification and emergency communications protocols will, once again, be tested and evaluated. The primary objectives for these drills will be to conduct safe and orderly evacuations of buildings and to ensure that faculty, staff and students can readily identify the designated Assembly Areas located throughout the respective campuses. In an attempt to increase student awareness about the RAVE alert system, volunteers from the College Welcome Center and the Associated Students of Clark College will be providing peer-to-peer outreach offering students RAVE enrollment information at the Assembly Areas during the drill. Progress made: improve the college's physical and virtual environment to maximize access and appropriate use of space and technology (AS).

- Assisted by a recent spell of good weather, the culinary arts remodel project is beginning to make up for days lost earlier in the construction schedule. Progress includes the following activities:
 - The roof pan deck and sheathing are nearly complete. The steel structure is in place for mechanical enclosure, and the general shape of the building is now evident.
 - The remainder of the interior slab concrete is expected to be completed during the month of May.
 - The grading on the Gaiser Hall courtyard side, where the outdoor seating is proposed to be located, is nearly complete and the outdoor layout is beginning to take shape.
 - Interior framing layout is underway; the framing work itself will begin the week of May 15.

ENVIRONMENTAL INTEGRITY

- Mechanical, electrical and plumbing rough-in is scheduled to be completed by next week. Roofing is scheduled to begin at the end of May. If the roofing contractor can get the membrane down in the first week, roofing will be removed from the critical path schedule as the building inside will be “dried out”. Interior work will then not be hindered by the weather.
- Anchoring details for the McClaskey lettering are nearly complete and the anchors will be installed prior to the roofing at the end of May.

Progress made: improve the college’s physical and virtual environment to maximize access and appropriate use of space and technology (AS).

- The Veterans Resource Center and Clark College Athletics collaborated to celebrate Clark Baseball Military Appreciation Day at Kindsfather Field on April 9. Several WWII veterans were in attendance as well as those representing the Korean War, Vietnam War, Desert Storm, and the present Gulf Wars. One in particular from WWII was Bonnie Owen who joined the WAVES and worked as a secret code breaker. Progress being made: Integrate principles of mutual respect, collaboration, clear communication, and inclusivity in all interactions. (SA)
- The ADA Coordinator, Facilities, and Child and Family Studies Staff worked together to initiate a plan to bring the Child and Family Center doorways up to ADA code with ADA push buttons. This project was completed in April 2017. Progress being made: Improve the college’s physical and virtual environment to maximize access and appropriate use of space and technology. (SA)

Student Success Story

No documents for this item

Faculty Presentation--Quality Matters & eLearning Update

No documents for this item



MEMORANDUM

DATE: May 11, 2017
FROM: Executive Cabinet
TO: Clark College Board of Trustees
RE: Climate Survey: Improving Shared Governance and Communication

Improving the college climate has been an area of focus for the Clark College executive leadership. Every other year, the Office of Planning and Effectiveness invites all Clark College and Clark College Foundation employees to complete the climate survey to measure our status and changes. The survey was administered in January 2017, and the findings demonstrated significant strengths in work environment and strategic planning and significant weaknesses in shared governance. This memo addresses the short-term plans to improve shared governance.

During this academic year, the college implemented a new committee structure, aligned with our strategic plan. The purpose of this new committee structure is to improve shared governance due to its deliberate alignment with the strategic plan as well as its active participation on Executive Cabinet (EC). Throughout the months of March and April, the core theme councils (Academic Excellence, Social Equity, Economic Vitality, and Environmental Integrity) as well as Executive Cabinet, assessed the results of the climate survey. Each council identified the areas of the climate survey that overlap with their respective core theme objectives and are in the process of developing action strategies. In the meantime, EC has focused on improving shared governance.

EC's initial focus is on improving the opportunity to provide input into decisions that impact people's work and communicating how the feedback was used. When a decision must be made, EC will be more deliberate in communicating what type of decision-making style they will use: consensus, delegate, executive, and input. Moreover, EC will be more consistent in communicating decisions by explaining how the input was used. Finally, because the committee structure initially began in Winter 2017, EC decided no further action should occur regarding the

committee structure until it has been evaluated. Additional items are listed below related to improving shared governance:

- Economic Vitality Council: Create a more inclusive and transparent process for budget development.
- Refer to how the input informed the decision when communicating a decision.
- Assess the feasibility of taking minutes of President's Open Forums and post them in an easy-to-find place.
- Redevelop "Clark Today" – the previous campus-wide newsletter that helped keep employees informed.
- Implement a reliable technological tool for the Core Theme Councils to communicate, gather feedback, and engage in discussions with all of the college community.
- Work to develop better accessibility, through ClarkNet, to information regarding decision-making and discussions.



MEMORANDUM

DATE: May 9, 2017

FROM: **Academic Excellence Council:** Jim Wilkins-Luton (Chair), Rebecca Kleiva (Vice Chair), Toby Peterson (Evidence Lead), Travis Kibota (Vice Evidence Lead), Adriana Thomas (Communications Lead), Tim Cook, Kelly Fielding, Zach Lattin, Taegon Lee, Kimberly Sullivan

TO: Clark College Board of Trustees

RE: Update of Work

The Academic Excellence Council began meeting in January 2017. The council has been working to establish norms and priorities to achieve two of the Board of Trustees' expected six outcomes for the strategic plan:

- Increase completion and
- Improve learning.

The council has been focused on exploring the contents, implementation strategies, and the leadership of each component of the Academic Plan. The council invited leaders, such as the Chair of Instructional Planning Team, Guided Pathway Liaisons, former Retention Committee Chair, Learning Communities Program Manager, and others, to attend council meetings to present an overview of the strategies and provide status updates. The council identified the Academic Plan goals that are aligned with the Academic Excellence objectives. These goals are as follows:

Goal 1: Establish well-defined pathways for all degree and certificate programs.

Goal 3: Improve student preparedness.

Goal 5: Integrate active learning strategies.

The council is currently engaged in conversation regarding the specific strategies as outlined in the Academic Plan. Out of those specific strategies, the council will identify the priority strategies to achieve these goals. These priority strategies will serve as the foundation for the council's work in the near future.

In addition, the climate survey findings most aligned with the Academic Excellence objectives pertain to guided pathways. According to the findings of the climate survey, this is an area of strength for the college. The items measured are listed below:

- I understand why we need guided pathways.
- The guided pathways framework effectively organizes the college's work and initiatives towards mission fulfillment.



MEMORANDUM

DATE: May 9, 2017

FROM: **Social Equity Council:** Bevyn Rowland (Chair), Roslyn Leon Guerrero (Vice Chair), Dolly England (Evidence Lead), Chris Chaffin (Communication Lead), Megan Jasurda, Debra Jenkins, Rosalie Roberts, Siri Wickramaratne, Bob Williamson

TO: Clark College Board of Trustees

RE: Update of Work

The Social Equity Council began its work in January 2017 with the benefit of the newly adopted Social Equity Plan. The Social Equity Plan consists of goals, guidelines, and action-items needed to achieve the objectives within the social equity core theme. Based on a review of the college-wide data, student success, employee and student climate and retention, and equity in hiring were identified as the areas in which the Social Equity Council will begin its work.

The Clark College 2017 Employee Climate Survey results identified improvements in the awareness of the social equity work throughout the college as well as four areas that employees reported lower perceptions of climate:

1. Employees from systemically non-dominant communities (i.e., people of color, people with a disability, people who identify as not heterosexual, or people who identify as non-cisgender) report statistically significantly lower perception of climate than their systemically dominant counterparts.
2. College employees perceive that the college has room to improve in its sensitivity and skills to communicate with students whose first language is not English.
3. College employees perceive that the college has room to improve its programs that effectively recruit and retain students from systemically non-dominant populations.
4. College employees perceive that the college has room to improve the recruitment and retention of a diverse workforce with emphasis on systemically non-dominant groups.

These areas in need of improvement are consistent with the informal environmental scan the council conducted in February and March, prior to the release of the climate survey results. Therefore, the council has chosen the following goals, guidelines, and action-steps from the Social Equity Plan to focus their work:

1. Advocate for the retention, persistence, and completion of systemically non-dominant students utilizing the following guidelines:
 - Create a welcoming physical space to reflect our value in social justice and universal design;
 - Sustain peer mentoring programs for students to develop skills in self-advocacy and build a sense of belonging at Clark College;
 - Create advocate positions for systemically non-dominant groups to work with students;
 - Offer courses that reflect the identities and history of systemically non-dominant groups;
 - Develop course materials, learning resources, informational tools, college events, and work and learning environments using the principles and standards of universal design and social justice;
 - Develop and sustain an ongoing reporting system regarding issues around power, privilege, and inequity in the college community.

2. Provide comprehensive and continuing training and educational resources to help college employees work effectively in a diverse college community utilizing the following guidelines:
 - Select all trainers and facilitators based on their ability to (a) infuse the analysis of power, privilege, and inequity into their trainings and (b) share strategies for creating equitable learning outcomes for students from systemically non-dominant groups;
 - Ensure all trainings and workshops rely on active learning methods rather than lecture-based presentations;
 - Develop and offer trainings and professional development to be inclusive to all staff, faculty, and administrative employee groups at the college; and
 - Develop all trainings and professional development in collaboration with the Teaching and Learning Advisory Committee.

3. Develop and implement a multifaceted, multicultural media recruitment campaign and improve all components of the internal hiring process and procedures utilizing the following guidelines:
 - Develop and implement tools to assist hiring managers in identifying and supporting equity and inclusion in the recruitment and hiring process; and
 - Train screening committees.

- Continue implementation of the Diversity Recruitment and Hiring Plan, including development of a pipeline to bring highly qualified diverse candidates to Clark College
4. Intentionally retain systemically non-dominant employees by developing and implementing strategies utilizing the following guidelines:
- Develop multiple communication conduits, relationships, and trust with members and groups in the community which represent systemically non-dominant employees;
 - Develop, implement and sustain a mentoring program for employees to create relationships, build community and foster interpersonal self-efficacy in order to navigate dominant systems;
 - Develop and sustain an ongoing reporting system regarding issues around power, privilege, and inequity in the college community;
 - Create career pathways to prepare and encourage advancement for employees; and
 - Offer opportunities for employees to build connections within the college community and outside communities through encouragement and support of their supervisor.

The Social Equity Council is still working to develop and recommend more specific action steps to the President's executive cabinet regarding each of these four areas.



MEMORANDUM

DATE: May 9, 2017

FROM: **Economic Vitality Council:** Sabra Sand (Chair), John Maduta (Vice Chair), Andrew Viscariello (Evidence Lead), Dwight Hughes (Communication Lead), Dianna Belinski, Genevieve Howard, Jason Minor, Stephen Walsh, Kevin Witte

TO: Clark College Board of Trustees

RE: Update of Work

The Economic Vitality Council began meeting in January 2017. The council has been working to establish norms and priorities to achieve three of the Board of Trustees' expected six outcomes for the strategic plan:

- Achieve enrollment and budget targets;
- Maintain and increase the proportion of graduates who are gainfully employed and/or transfer;
- Improve college affordability/decrease loan default rates.

Since January, the council has analyzed a significant amount of information, engaged in discussions about what different areas of the college are doing regarding each of the economic vitality core theme's objectives, and reviewed the 2017 Climate Survey results. Based on these activities, the council has identified three priority areas that we will focus on first:

1. Strategic Enrollment Management – The college's enrollment continues to decline. While the college has implemented and is planning to implement many strategies to improve retention and completion – such as College 101 and guided pathways - the council believes that more strategic emphasis is needed on marketing, recruitment, and onboarding. The council is currently working to develop recommendations in these areas.
2. Strategic Budget Management – The results of the 2017 Climate Survey identified one of the lowest rated items has to do with shared governance in the budget process.

Therefore, the council is working to develop a recommendation to Executive Cabinet regarding a new budget development process. The council aims to develop the proposed new budget development process – using the principles of shared governance – to be inclusive of the college community and directly connected to the college’s strategic plan. The new budget development process will also include a strategy to fund innovation.

3. College Affordability – The most influential factor in loan default rates is retention and completion. The council has spent time exploring the factors that impede retention and completion. The factors the council has spent the most time discussing are the number of credits earned or attempted outside of the degree/certificate requirements and pre-college math. The council is continuing to discuss these factors to develop recommendations for strategies to improve college affordability.

As the council has just begun this work, the council will continue to analyze the information and collect college-wide feedback in order to develop recommendations to increase enrollment and improve the budget development process and college affordability.



MEMORANDUM

DATE: May 9, 2017

FROM: **Environmental Integrity Council:** Susan Maxwell (Chair), Tim Petta (Vice Chair), Rebecca Benson (Co-Evidence Lead), Dee Anne Finken (Co-Evidence Lead), Sarah Thorsen (Communication Lead), Chato Hazelbaker, Emma Holm, Michelle Mallory, Lindsey Schuhmacher, Peter Williams

TO: Clark College Board of Trustees

RE: Update of Work

The Environmental Integrity Council convened in January 2017. Unlike the other three core theme councils, the outcomes for this council's work were not as easy to define. (The other three councils, based on the core theme objectives, were assigned one or more of the Board's six outcomes of the strategic plan. For example, the outcomes assigned to the Academic Excellence Council are to increase completion and improve learning.) Consequently, the Environmental Integrity Council spent the first two months establishing norms for the council and developing outcomes. The council agreed upon the following three measurable outcomes that will serve as the framework for all of the council's discussions and work:

- Improve students' perception of mutual respect, collaboration, clear communication, and inclusivity in all interactions. (A metric of associated items from the Student Experiences Survey has been created.)
- Improve employees' climate based on employee's perception of mutual respect, collaboration, clear communication, and inclusivity in all interactions. (A metric of associated items from the Employee Climate Survey has been created.)
- Improve the sustainability of facilities. (A metric is currently being created based on the items from the Clark County Green Survey/Inventory.)

Based on these outcomes, the council chose three priority areas to initially focus our work:

- Improve the college climate for employees with an emphasis on environmental factors.

- Improve the college climate with an emphasis on increasing student engagement.
- Institutionalize environmental integrity including infusing environmental concepts into the curriculum.

The council has divided into three subgroups, one for each of the priorities. Each subgroup is using the May meeting time to further explore these priority areas and develop recommendations for improvement. While the council has thoroughly reviewed the results of the 2017 Climate Survey, the subgroup working to develop recommendations to improve the climate for employees will further evaluate both the quantitative results as well as identifying themes from the comments. This analysis will be the primary basis by which the council will develop the recommendations to improve college climate to Executive Cabinet.

The council is looking forward to receiving feedback from the college community regarding the outcomes and priorities. However, due to outstanding technical issues in our college-wide communication tool, the council has not yet been able to vet these priorities with the college community.

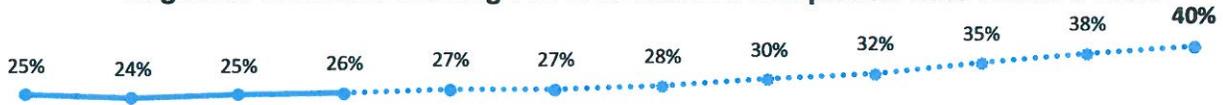
COMPLETION



MAY 2017

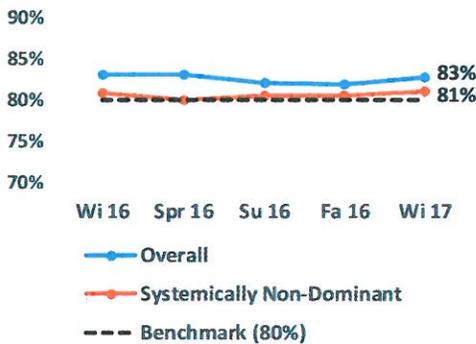
Clark College, in service to the community, guides individuals to achieve their educational and professional goals – including certificate and degree completion – by accomplishing its core theme objectives of academic excellence, social equity, economic vitality, and environmental integrity.

Degree or Certificate-Seeking Full-Time Student Completion Rate Within 3 Years

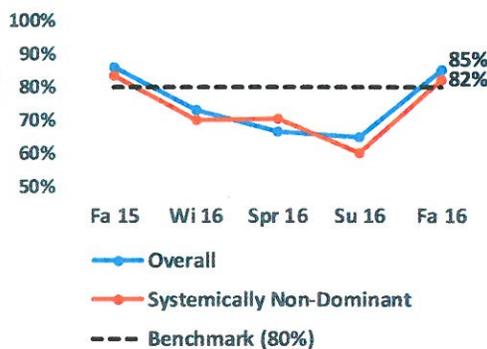


Fall 2009, Fall 2010, Fall 2011, Fall 2012, Fall 2013, Fall 2014, Fall 2015, Fall 2016, Fall 2017, Fall 2018, Fall 2019, Fall 2020, 2012-2013 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021 2021-2022 2022-2023 2023-2024

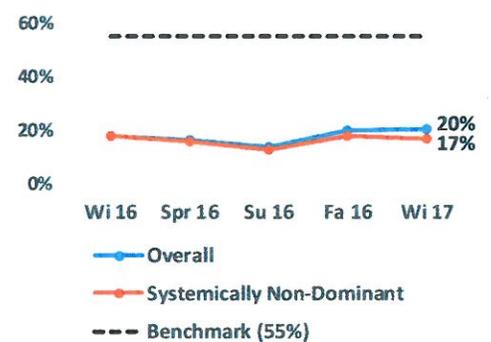
Course Success Rate: Certificate or Degree-Seeking Students



First-to-Second Quarter Retention: Certificate or Degree-Seeking Students



Transfer-Intent Students Completing College-Level Math Within First 4 Quarters Attended



Monthly Highlights

- ◇ Advising Services reviewed 89 Running Start students who had 90+ credits but had not yet applied for spring graduation. Through direct email and phone calls, Advisors were able to help these students move toward degree completion.
- ◇ Advising Services provided priority advising appointments to eligible veteran students and for the first time with DSS students who also receive priority registration.
- ◇ The Teaching and Learning Center hosted a professional development event on March 24 entitled Focus on Learning: Guided Pathways which built on the work launched earlier in the year. Participants attended breakout sessions to analyze the various themes presented in the articles, "Guided Pathways Demystified" and "What We Know about Nonacademic Student Supports". In attendance were 185 full-time and part-time faculty, as well as staff and administrators from Student Affairs, Planning and Effectiveness, Instruction, and Diversity and Equity.

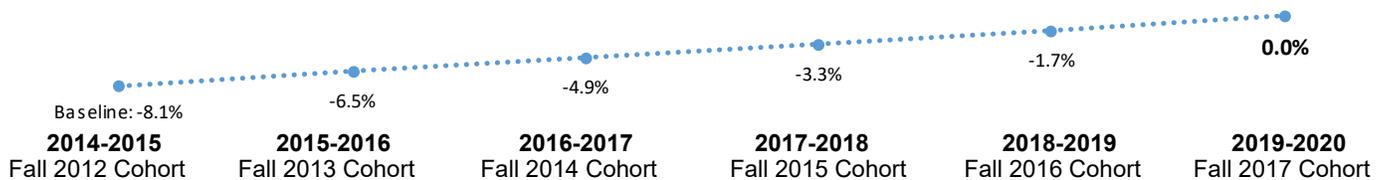
SOCIAL EQUITY



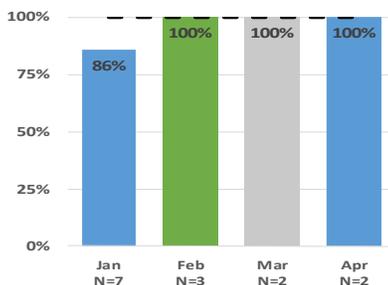
MAY 2017

Clark College facilitates student learning by providing the conditions that improve educational outcomes and eliminate systemic disparities among all groups. Two strategies the college has implemented relate to improving employee cultural competencies through professional development and hiring employees reflective of the college's diverse students.

First-Term, Certificate or Degree-Seeking, Full-Time Student Three-Year Completion Rate: Difference Between Systemically Non-Dominant and Systemically Dominant Groups

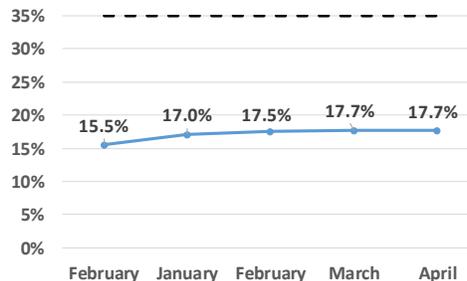


Percent of Full-Time Applicant Pools with At Least 25% People of Color or People with Reported Disability



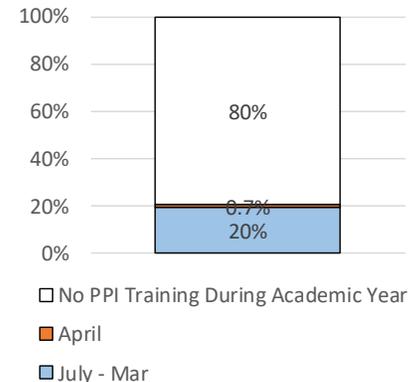
-- Benchmark: 100% of Applicant Pools

Percent of Employees Of Color or Employees with Reported Disability



-- Benchmark: 35% of Employees to Match Student Demographics

Percent of Employees Engaged in Professional Development Opportunities in PPI



Monthly Highlights

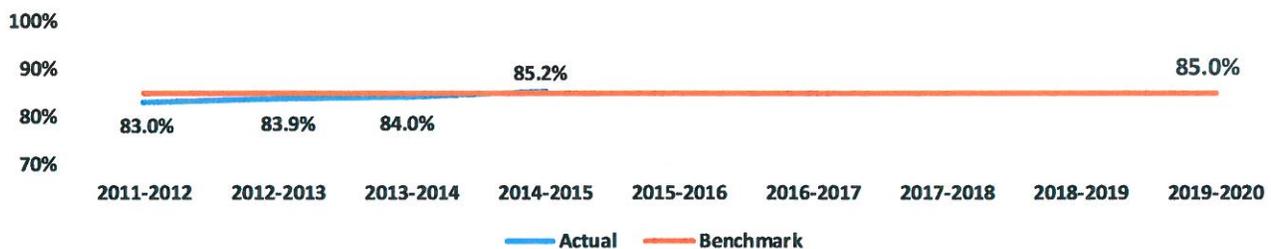
- ◇ Disability Support Services is facilitating accommodation requests for 428 courses thus far for spring term. Accommodations attempt to eliminate barriers for students by providing equitable access.
- ◇ Workforce Education Services supports students without a home in gaining access to shower facilities at Clark College through the gym voucher process.
- ◇ Clark College sponsored 25 students and three advisors to attend the 27th Annual Student of Color Conference held on April 6-7 in Yakima, WA. Students learned about identity, how to engage in and lead social equity work, and strategies to retain other students of color.
- ◇ The Day of the Child/Day of the Book event hosted by the Clark College Latino Celebration Planning Committee was held on April 28. There were over 350 people in attendance. The celebration successfully connects community members with the college as an effort to demonstrate our value of the Latinx community in an effort to recruit and retain both students and employees.
- ◇ The College has hired a new Associate Vice President of Diversity, Equity and Inclusion, who will begin work at the College on June 5.

EMPLOYMENT/TRANSFER

MAY 2017

Clark College, in service to the community, guides individuals to achieve their educational and professional goals. Through the college's focus on student outcomes, the college aims to connect students to their long-term educational goals. For Clark College students these goals are most often employment and/or transferring to another higher education institution.

Percent of Graduates by Year Who Transfer and/or are Employed within 1 Year of Graduation



Monthly Highlights

- ◇ Career Days included workshops, Drop-In Resume and LinkedIn profile assistance, practice interviews, and the Human Library. The Career Fair included 106 employers and an estimated 775 student participants.
- ◇ Advising Services hosted WSU-Vancouver for an Advisor Career Conversations Workshop on Friday, April 21 to align and improve services.

ENROLLMENT



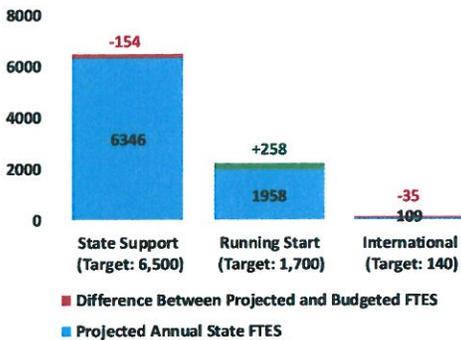
MAY 2017

Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the student, college, and community. Through the college's focus on enrollment and budget to serve its community, the college aims to increase the community's educational attainment by leveraging resources to create and sustain innovations that improve student learning and increase enrollment.

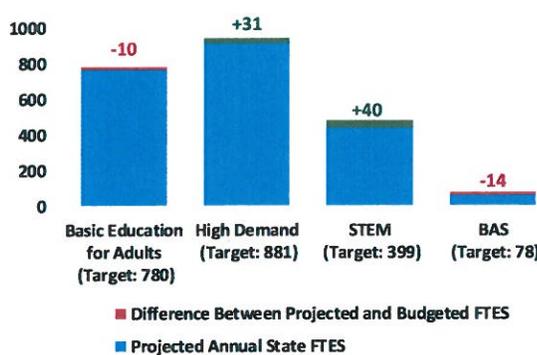
Percent of Full-Time Equivalent Students (FTES) Generated based on College Budget and State Allocation



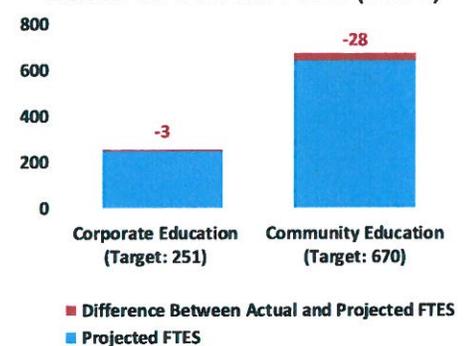
Projected Final Annual FTES Based on Current FTES (Jan 1)



Projected Priority FTES Based on Current FTES (Jan 1)



Projected Corporate and Community Education FTES Based on Current FTES (Jan 1)



Monthly Highlights

- ◇ The Welcome Center completed twelve (12) off-campus recruitment events in April.
- ◇ The Welcome Center, in partnership with Financial Aid, conducted three (3) College Bound visits in April. College Bound students received admission fee waivers and Financial Aid information.
- ◇ The Welcome Center hosted the Annual Educators Luncheon on April 13 for counselors and career specialists from our service district high schools.
- ◇ Representatives from Workforce Education Services and the Welcome Center participated in a Re-Entry Fair at the Larch Corrections Center on April 28 to inform individuals of educational opportunities that exist at Clark College.

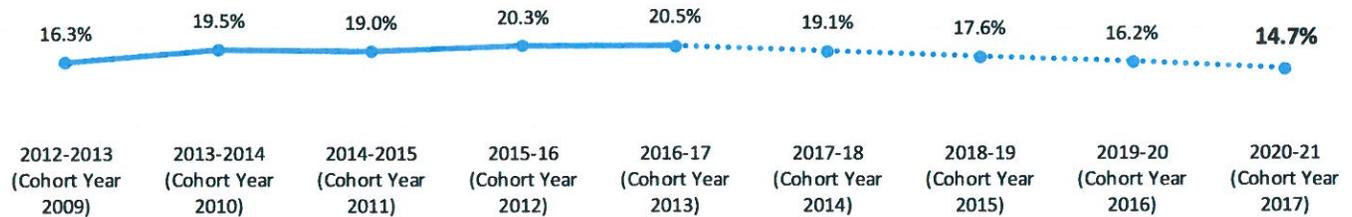
STUDENT DEBT



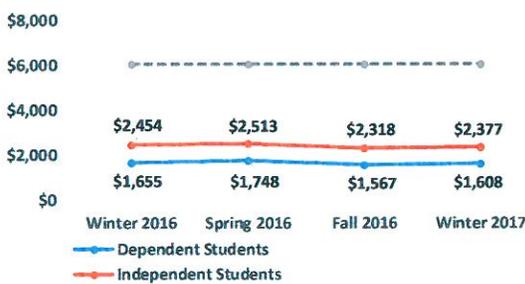
May 2017

Clark College facilitates student learning by providing programs, services, and conditions that improve the economic well-being of the students by improving student affordability. Specific strategies to improve affordability are expanding access to and information about financial resources, clarifying career and educational goals, providing pathways to success, improving college readiness, increasing financial literacy, and managing costs.

Student Three Year Loan Default Rate

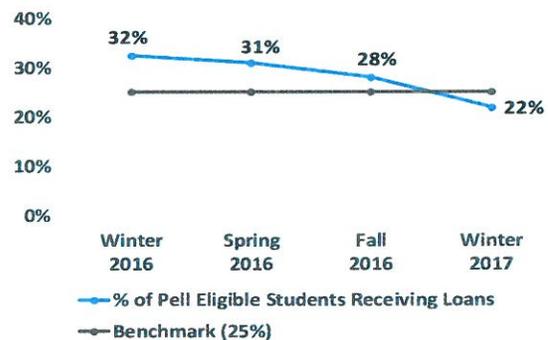


Average Loans Awarded and Received by Students, by Independent/Dependent Status



*Includes Educational Expenses and Cost of Living (Not Living with Parents)

Percent of Pell-Eligible Students Receiving Student Loans (Excluding Parent PLUS Loans)



Monthly Highlights

- ◇ The Financial Aid Office called approximately 117 students and e-mailed 1,017 students who are delinquent in student loan payments, and called 25 students who had not completed their Exit Counseling requirement. The Office has appealed 15 student records who we believed to be incorrectly included in our Cohort Default Rate (CDR) for the 2014 Draft CDR. Currently our 2014 Draft CDR is at 19.8% which is a slight decrease from our 2013 Final CDR of 20.5%.
- ◇ The Financial Literacy Coach spoke with 277 Transitional Studies students at the Spring Student Success Fair on April 25. A new workshop was created for Career Days, the Financing Life Game, to support awareness of career options and associated salaries based on career decisions.
- ◇ Since the new placement test (ALEKS PPL) was implemented in November, 504 students have taken the test. Of these students, 71 chose to use the Learning Module to brush up on their math skills and retake the test. Of these 71 students, 44 placed one to three classes higher than their initial placement, saving students a total of \$31,477 in tuition and an average of 1.3 quarters of time per student.
- ◇ Through the Bookstore's rental program, students saved \$112,000 in Spring Quarter by renting textbooks rather than purchasing new.

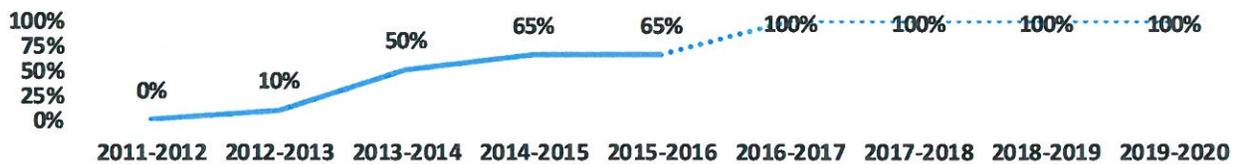
STUDENT LEARNING



MAY 2017

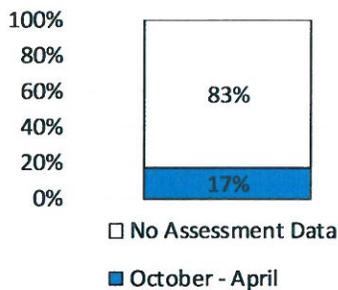
Clark College facilitates student learning by providing the conditions for intellectual growth through scholarship, discovery, application, creativity, and critical thinking. Clark College's degrees and certificates awarded are the result of a culmination of learning. The college aligns its curriculum with learning outcomes and applies evidence to continually advance student learning.

100% of programs have made improvements based on assessment of program learning outcomes

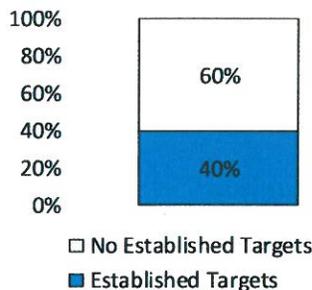


Due to faculty workload, the expectation is that faculty will complete their program assessment work by September 30th of the next academic year.

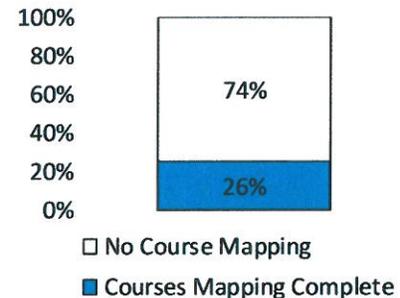
Proportion of Programs with Assessment Data On File



Proportion of Learning Outcomes with Established Learning Targets



Proportion of Programs that have Mapped Learning Outcomes to Courses



Monthly Highlights

- Faculty members from all of the college's degrees and certificates received a request from the Outcomes Assessment Faculty Liaison, on behalf of the Outcomes Assessment Committee, to map courses to the degree/certificate program outcomes. Faculty members were given a template to create this curriculum map for their respective program. Each course must have at least one associated program-learning outcome, at one of three proficiency levels. These proficiency levels (i.e., introductory, reinforced, and mastered) indicate the level of learning expected for each program outcome. In addition, faculty members identify an assignment and threshold of learning for that assignment used to assess the program learning outcomes in each course. The Outcomes Assessment Committee is seeking to have all programs' curricula (course to program outcomes) mapped by May 28, 2017.

Statistics

No documents for this item

Clark College - Budget Status Report April 30, 2017

Sources of Funds (Revenues)	2016-17 Budget	Revenues to Date	Difference	% Budget Received
<u>Operating Accounts</u>				
State Allocation	31,389,192	24,711,001	(6,678,191)	78.7%
Tuition & ABE	19,480,804	18,775,634	(705,170)	96.4%
Running Start	9,651,939	7,766,194	(1,885,745)	80.5%
Excess enrollment	-	-	-	0.0%
Planned use of prior fund 148 balance	1,896,877	-	(1,896,877)	0.0%
Dedicated, matriculation, tech, cont ed	4,791,153	4,537,198	(253,955)	94.7%
Total Operating Accounts	67,209,965	55,790,027	(11,419,938)	83.0%
<u>Other Accounts</u>				
Grants & Contracts less Running Start	5,030,506	2,449,982	(2,580,524)	48.7%
Internal Support & Agency Funds	1,170,993	1,152,857	(18,136)	98.5%
ASCC	1,982,142	1,872,159	(109,983)	94.5%
Bookstore	4,494,707	4,010,620	(484,087)	89.2%
Parking	512,050	345,507	(166,543)	67.5%
Auxilliary Services	1,459,678	1,210,834	(248,844)	83.0%
Financial Aid	36,876,312	22,760,908	(14,115,404)	61.7%
Total Other Accounts	51,526,388	33,802,867	(17,723,521)	65.6%
Total Sources of Funds	118,736,353	89,592,894	(29,143,459)	75.5%

Uses of Funds (Expenses)	2016-17 Budget	Encumbrances Expenditures to Date	Difference	% Budget Spent
<u>Operating Accounts</u>				
President	756,141	510,392	245,749	67.5%
Associate Vice President of Planning & Effectiveness	773,587	533,245	240,342	68.9%
Special Advisor for Diversity & Equity	381,221	232,770	148,451	61.1%
Vice President of Instruction	38,900,929	30,085,808	8,815,121	77.3%
Vice President of Administrative Services	9,877,456	8,475,842	1,401,614	85.8%
Vice President of Student Affairs	8,900,390	7,031,293	1,869,097	79.0%
Associate Vice President of Economic & Community Dev	1,222,327	934,437	287,890	76.4%
Chief Communication & Information Officer	5,230,909	4,287,659	943,250	82.0%
Associate Vice President of Human Resources	1,167,005	875,239	291,766	75.0%
Bank & credit card fees	-	209,989	(209,989)	
Total Operating Accounts	67,209,965	53,176,675	14,033,290	79.1%
<u>Other Accounts</u>				
Grants & Contracts less Running Start	5,030,506	3,666,134	1,364,372	72.9%
Internal Support & Agency Funds	1,170,993	1,241,396	(70,403)	106.0%
ASCC	1,982,142	1,715,047	267,095	86.5%
Bookstore	4,494,707	3,936,691	558,016	87.6%
Parking	512,050	349,633	162,417	68.3%
Auxilliary Services	1,459,678	1,433,484	26,194	98.2%
Financial Aid	36,876,312	23,426,127	13,450,185	63.5%
Total Other Accounts	51,526,388	35,768,511	15,757,877	69.4%
Total Uses of Funds	118,736,353	88,945,186	29,791,167	74.9%
Difference - Excess (Deficiency)	-	647,708		
Capital Projects- Foundation and Grant Contributions	479,931	479,931	-	100.0%
Capital Projects- Expenditures	9,141,436	6,166,980	2,974,456	67.5%

CLARK COLLEGE
Fund and Cash Balances
as of July 1, 2016

	Fund Balance (minus non-cash assets) 6/30/16	Cash Balance (minus dedicated cash) 6/30/16	Required Reserves	Prior Commitments (prior to 7/1/16)	New Commitments (2016/17)	Total Available Cash
145 Grants and Contracts	6,768,462	5,291,762		375,733	2,291,826	2,624,203
145 CIS	377,797	377,797			-	377,797
147 Local Capital	(1,569,058)	-				-
148 Dedicated Local	3,046,591	(487,859)		75,000	535,548	(1,098,407)
149 Operating Fee	394,200	153,838				153,838
440 Central Store (Catalog)	-	-				-
448 Print/Copy Machine	17,012	17,012				17,012
460 Motor Pool	105,705	105,705				105,705
522 ASCC	1,435,056	-				-
524 Bookstore	4,161,622	4,161,622		2,000,000		2,161,622
528 Parking	231,381	231,381				231,381
570 Other Auxiliary Enterprise	1,082,182	337,112		30,315		306,797
790 Payroll (clearing)	177,344					-
840 Tuition/VPA	1,849,021					-
846 Grants - Fin Aid	(1,141,921)					-
849 Student Loans	21,910					-
850 Workstudy (off-campus)	(3,054)					-
860 Institutional Financial Aid Fur Reserves*	790,146		4,503,344			(4,503,344)
Totals	17,744,396	10,188,370	4,503,344	2,481,048	2,827,374	376,604

*Reserves of 10% reduced by \$2,000,000 on October 21, 2014 to fund Culinary remodel as approved by Board

S.SAND 4/11/17

Fund Balance Less Commitments

Available Fund Balance Before Commitments	10,188,370
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Prior Year Commitments				
Date	as of July, 2016	Fund	Amount	Total
8/1/2015	CTC Cash Flow Shortage-FY 2017	145	375,733	375,733
7/22/2013	STEM Grant	148	25,000	
1/28/2016	Salary Survey Consultant	148	50,000	75,000
10/21/2014	Culinary Remodel-use of reserves	524	2,000,000	2,000,000
7/1/2011	Basic Events	570	18,535	
7/1/2011	Government Events	570	10,000	
11/27/2013	Basic Events	570	1,780	30,315
Total Prior Commitments				2,481,048

New Commitments July 1, 2016 to present				
Date		Fund	Amount	Fund Total
7/1/2015	Moore vs. Healthcare Authority Settlement	145	1,293,579	
7/1/2015	STEM FFE	145	447,441	
7/1/2015	Athletic Coaches	145	31,500	
7/1/2015	ECD Computer Replacement	145	10,400	
7/1/2016	Lawnmower	145	70,000	
7/1/2016	Culinary Arts COP	145	71,406	
10/11/2016	Firewall Software	145	25,000	
11/15/2016	Guided Pathways	145	87,500	
11/22/2016	STEM Costs	145	225,000	
1/31/2017	Baird-Restroom Repairs	145	30,000	2,291,826
7/1/2014	Funds formerly held at CIS	145	-	-
7/1/2016	CTC Link Cost	148	459,274	
7/1/2016	Teaching and Learning Days	148	4,150	
7/1/2016	Assessment Cost	148	29,000	
7/1/2016	Penguin Welcome days	148	22,000	
1/26/2017	Classified Teaching Payout	148	21,124	535,548
Total New Commitments				2,827,374

Required Reserves

10% of \$65,033,438 less \$2,000,000* 4,503,344

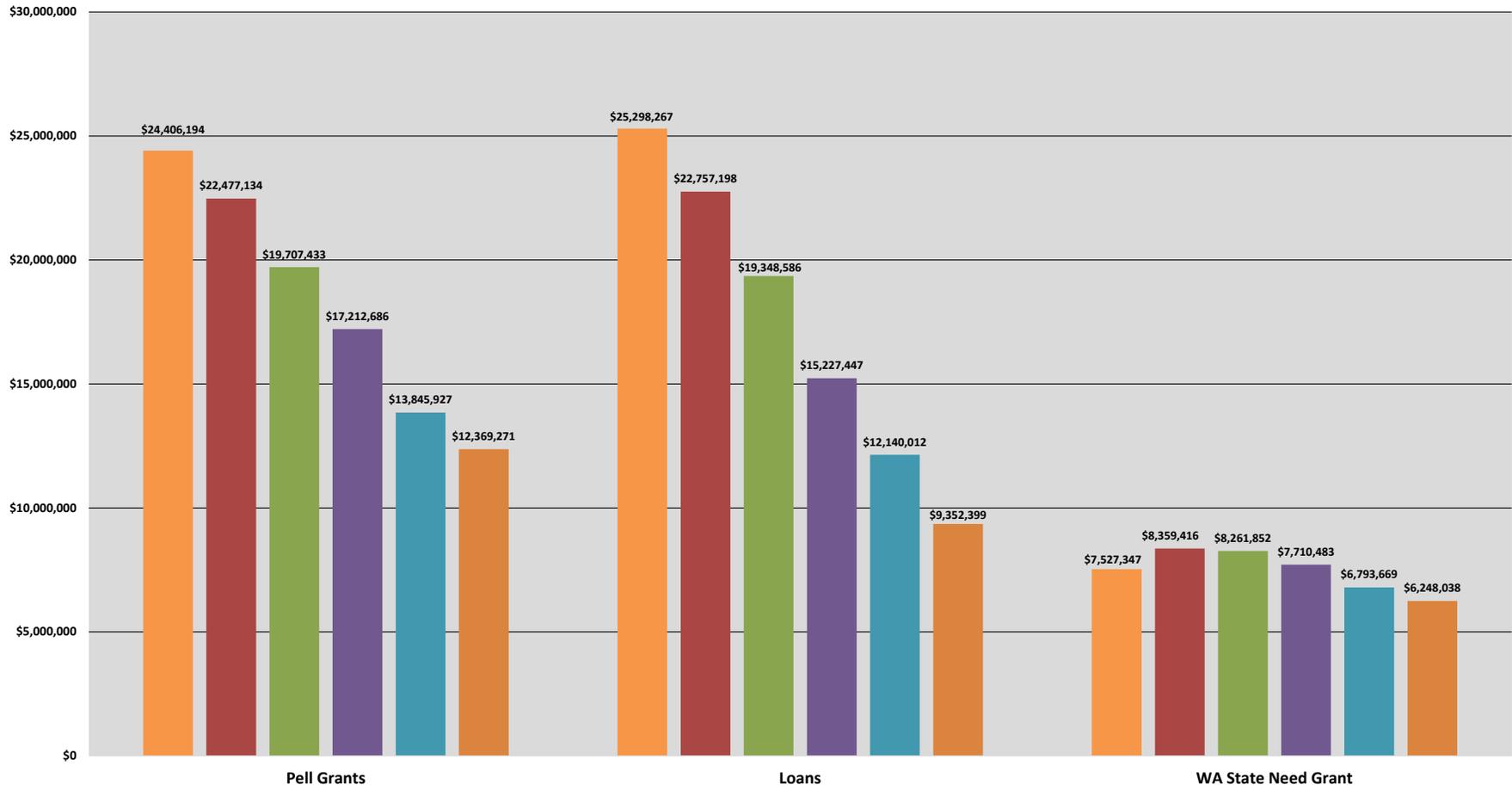
Fund Balance After Commitments and Required Reserves	376,604
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* Reserve as approved by the Board on June 11, 2014, use of reserve approved 10/21/14

6 Year Comparison of Awards by Category
April YTD

- 2011-2012
- 2012-2013
- 2013-2014
- 2014-2015
- 2015-2016
- 2016-2017

Dollars (millions)

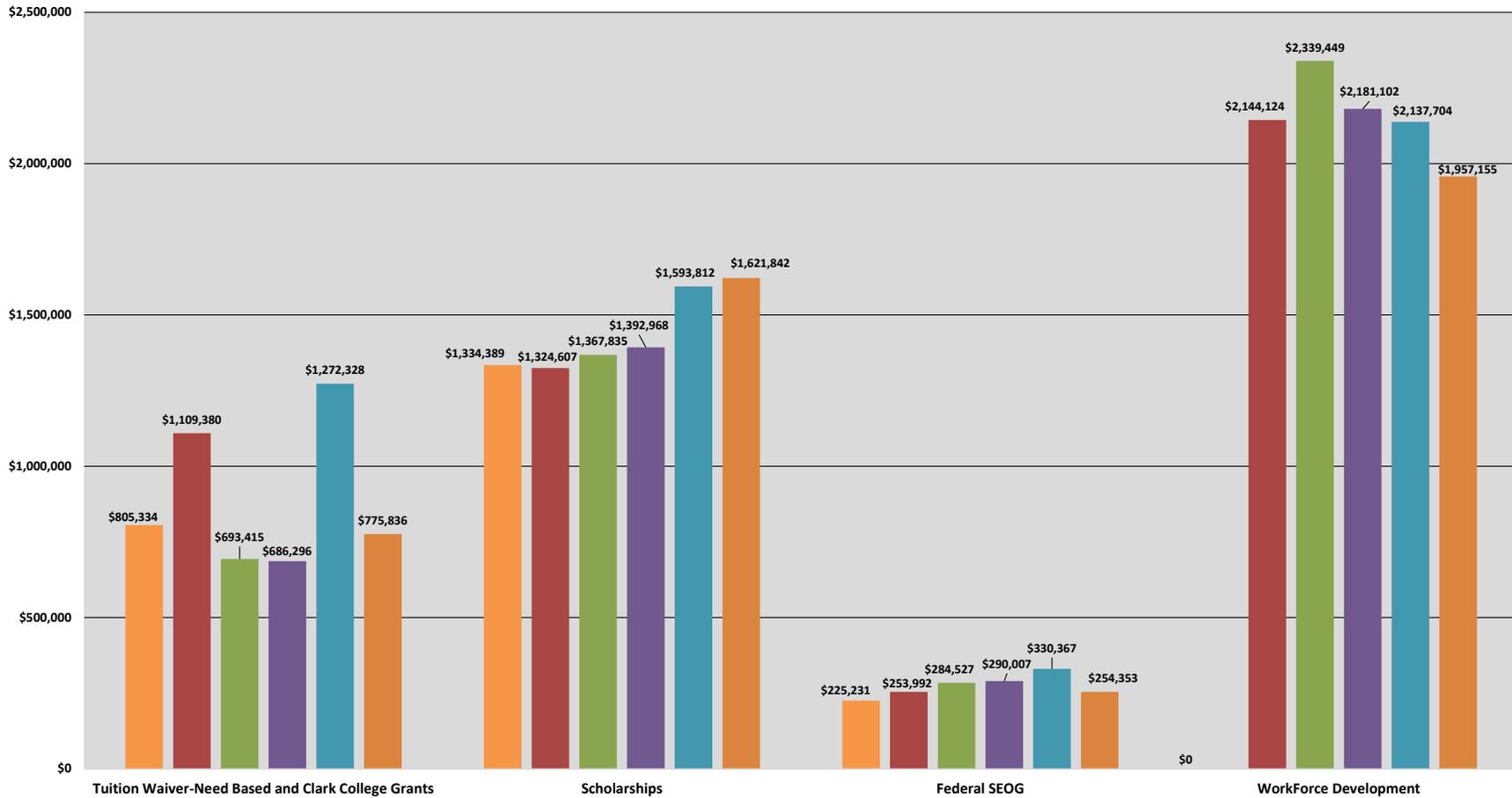


Note: WA State Need Grant includes College Bound Scholarships

5 Year Comparison Awards by Category (cont'd)
April YTD

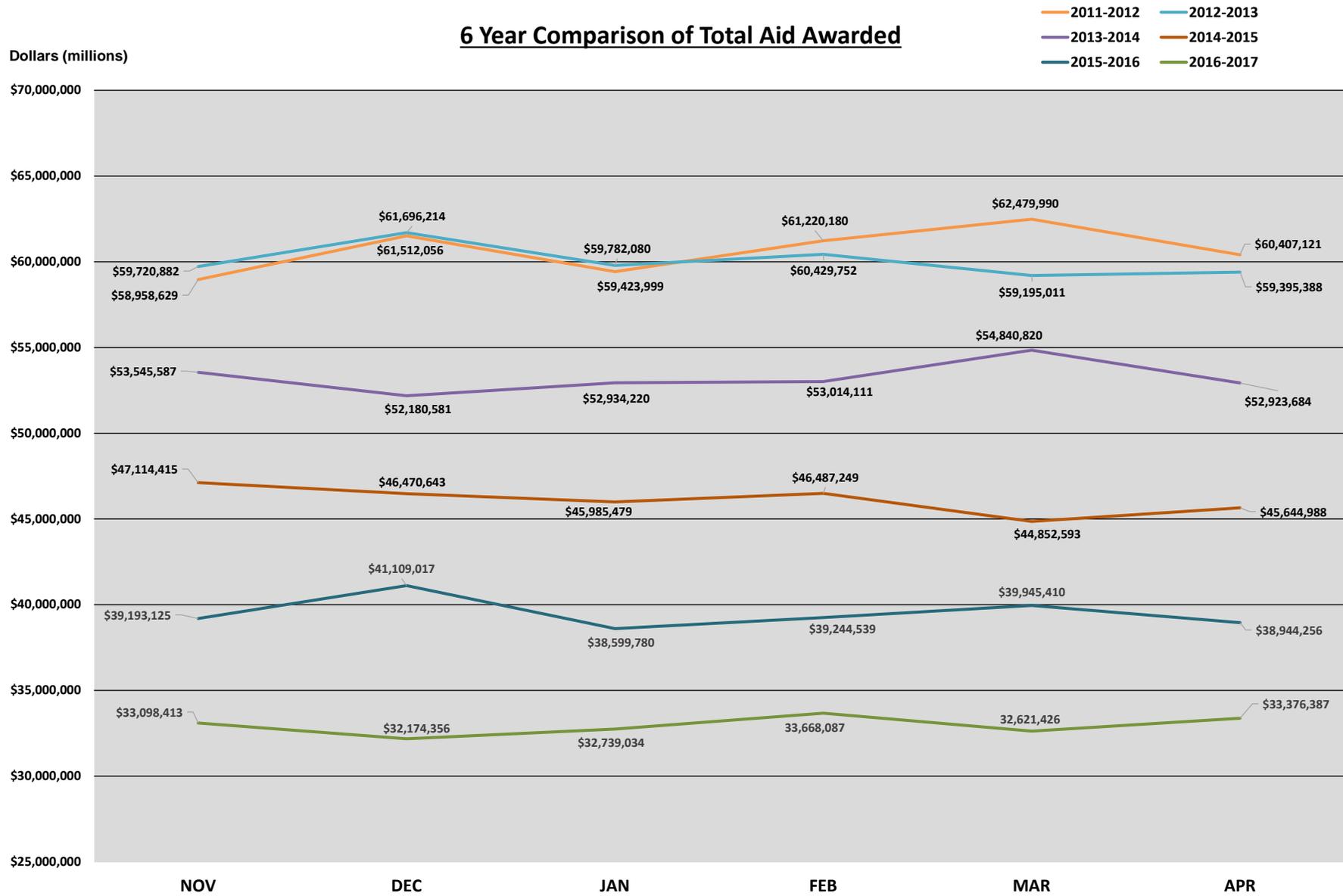
■ 2011-2012 ■ 2012-2013
■ 2013-2014 ■ 2014-2015
■ 2015-2016 ■ 2016-2017

Dollars (millions)

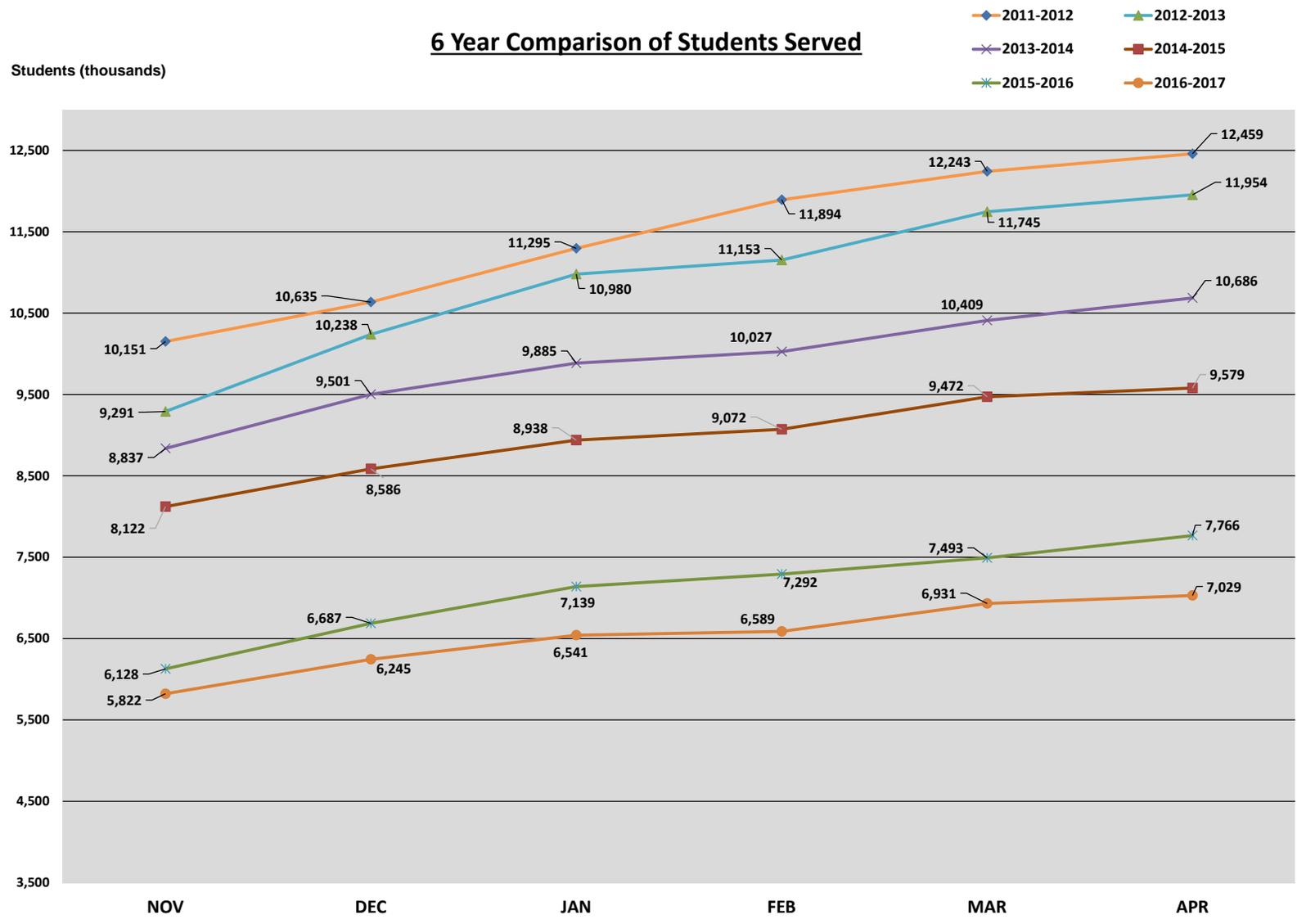


Note: WorkForce Development includes WorkFirst, Worker Retraining, BFET, Opportunity Grants, and Sponsored Programs

6 Year Comparison of Total Aid Awarded



6 Year Comparison of Students Served



Next Meeting

No documents for this item

Executive Session

No documents for this item

Adjournment

No documents for this item